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ABSTRACT

This report describes and assesses the effectiveness of activities conducted by the University of Toledo (Ohio)/Springfield Local Schools Teacher Corps Project. On-site staff development activities provided to elementary, junior, and senior high schools are described: (1) two credit-bearing courses on teaching strategies for multicultural education and junior and senior high school teachers; and (2) separate workshops for high school teachers and administrators on improving school climate. Curriculum committees, established to identify tasks involved in creating an objectives-based program for elementary and secondary level mathematics and reading instruction, are also noted. Program assessment instruments and procedures are explained, and findings are appended in tabular form. It is concluded that participant feedback indicates a very high degree of achievement of established objectives and a very high degree of participant satisfaction. (FG)

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Teacher Corps * Program '79
The University of Toledo/
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AN ASSESSMENT OF SPRING, 1981, STAFF DEVELOPMENT ACTIVITIES

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SP 021 710

July, 1981

Activities to be implemented during Year Two of The University of Toledo/ Springfield Local Schools Teacher Corps Project are described in Part I of Section Two of the 1980 Continuation Amendments. The activities include: (1) an LEA staff development program, (2) a master's degree/Ohio teacher certification program as well as school and community activities for Project Interns, and (3) community education.

Intern and community education activities are reported elsewhere. As in the initial Fall assessment report and in the Winter assessment report, planning and implementation of staff development courses and workshops and curriculum planning activities are the focus of this report.

This report describes staff development planning; summarizes university courses, building and administrator workshops and curriculum committee proceedings; outlines assessment procedures; and discusses assessment findings and conclusions.

Course and Workshop Planning

The staff development system improvement model designed by the project is described in detail in the 1980 Continuation Proposal (pp. 72-76). Continuation Proposal planning for staff development courses and workshops followed specified criteria. The criteria were:

1. Each course and workshop uses identified Subject Area Goals and Objectives as point of departure for planning.
2. Courses address more complex issues related to larger numbers of goals/objectives which have higher district-wide interest.
3. Workshops address less complex issues related to smaller numbers of goals/objectives which have lesser district-wide interest.
4. Each is offered on-site.
5. Each is developed collaboratively with instructor by identified teacher committee.
6. Courses utilize CBTE model for design and syllabus.
7. Courses meet UT Graduate School requirements for credit.

8. Workshop plans identify specific objectives.

9. Each limited to thirty participants.

10. Syllabi/Plans include these elements: identified needs, goals/objectives, activities and materials, and evaluation schema.

11. Each provides for school/classroom implementation.

12. Each is scheduled to accommodate optimum participation.

As provided in the 1980 Continuation Proposal (p. 75):

> The courses will include the goals and objectives originally written by the Subject Area Committees. However, it is expected that these objectives will be refined and expanded, that varied and motivating treatments will be planned, that products which are classroom applicable will be selected and that criterion referenced assessment and performance evaluation will be planned. The intent is to implement Competency Based Education in all course work.
>
> The workshop format need not adhere to graduate course standards or CBTE. Nonetheless, the objectives, judged to be appropriate for workshop delivery, will also be refined and expanded, motivating experiences will be cued to objectives and appropriate time frames, in terms of the number of hours necessary to accomplish the objectives, will be assigned. Workshops may vary from one half-day in-service sessions to six after school or Saturday sessions.

Each course instructor worked with members of the Subject Area Committees established during the 1979-80 project planning year to construct specific instructional objectives and to design course and workshop activities, including classroom and other school arena implementation activities, which would address identified district-wide and individual building staff development goals and objectives. Representative planning committees carried out parallel activities for the two Spring workshops. Planning groups for the respective Winter courses and workshops were:

Teaching Strategies for Multicultural Education

Jack Ahern	Linda Furney	Bill McAfee
Mary Fahle	Gerald Hiltman	Sue Lindsey

Instructional Strategies for Junior and Senior High School Teachers

LaVon Brillhard	Gerald Hiltman	John F. Schaff
W. Fred Dais	Donald C. Prentiss	Mark Weichel
Linda Furney	Normajean Reucha	Eunice White

Springfield High School Workshop

Jack F. Ahern	Joan Stebel
James R. Gress	Bonnie Woods

Adminstrator Workshop

Ralph B. Carroll	Donald C. Prentiss
Joan D. Inglis	Richard W. Saxe

Staff Development Activities

Prioritized goals and objectives for staff development in five subject areas were a principal product of the needs assessment and other planning carried out in Year One of the project. The five subjects areas are: (1) Basic Skills/Diagnostic-Prescriptive Instruction in Reading, (2) Basic Skills/ D-P Instruction in Mathematics, (3) School Climate, (4) Least Restrictive Alternative Schooling for the Handicapped, and (5) Education That is Multicultural (1980 Continuation Amendments, pp. 90-105).

Courses. During the university's Spring Quarter, two courses for credit were offered to address identified goals and objectives. The two courses were:

1. "Teaching Strategies for Multicultural Education";
2. "Instructional Strategies for Junior and Senior High School Teachers."

Multicultural Education Course. The first course addressed the following staff development goals and objectives (pp. 104-105):

Subject Area: Education that is Multicultural

Goal 1: To help teachers enhance students' sensitivities to individual and cultural differences.

a. To understand the individual students by trying to view them and their world as they do.

b. To design appropriate problem-solving strategies for a variety of learning and social problems.

c. To apply to one's own curriculum area or grade level appropriate information for appreciation of the similarities and differences among cultures.

d. To develop criteria for selecting materials which objectively represent a culturally pluralistic society.

Goal 3: To help teachers identify pertinent community materials and other resources.

Goal 4: To help teachers identify needs of non-English-speaking students.

a. To acquire competencies in recognizing non-verbal signals that are different from those of the teachers.

b. To recognize culturally-based differences in learning styles of individuals.

Site-specific objectives were:

1. Springfield staff participants will increase sensitivity to individual and cultural differences.

2. Participants will identify community resources for multicultural teaching.

3. Participants will acquire objective perspective regarding racial, ethnic and religious minorities.

4. Participants will identify criteria to critique curriculum materials.

The instructor was Jack F. Ahern, Professor of Curriculum and Instruction. Course activities included those to be implemented subsequently in the respetive schools.

Secondary Instructional Strategies Course. The second course addressed the following staff development goals and objectives (pp. 90-92, 94, 96, 99-100):

Program Subject Area: Basic Skills/Diagnostic-Prescriptive Instruction in Reading

Goal 1: To improve student attitude/motivation resulting in a positive climate toward the reading/learning process.

a. To design teacher strategies for positive learning techniques.

b. To apply those techniques to promote good learner/teacher/parent climate.

Goal 4: To individualize instruction.

a. To match appropriate learning activities and materials to reading objectives and student needs.

b. To develop a resource file of learning activities.

Goal 5: To assist teachers in understanding and developing diagnostic-prescriptive techniques.

a. To interpret data provided by reading teachers.

b. To examine various assessment systems for individualizing instruction.

c. To learn techniques for developing informal reading activities.

Program Subject Area: Basic Skills/Diagnostic-Prescriptive Instruction in Mathematics

Goal 2: To improve student study skills and habits.

a. Majority of students will give evidence of being on task in the following areas: classroom, study hall, home, etc.

b. At the beginning of each quarter the teacher will set aside time to go over students' study skills and habits.

c. Students will be asked to keep a log of their time after school for one week in order to get an estimate of how time is spent.

Goal 6: To update teachers' knowledge and use of instructional skills and techniques.

a. To assess the needs of the staff to determine the levels and areas of training that should be provided, specific topics (i.e., decimals, etc.)

b. To explore through area universities and program developers the kinds of experience they can provide (workshops).

c. To develop follow-up evaluations to determine the value of the workshops.

Goal 11: To develop teachers' diagnosis-prescription skills.

a. To identify the various areas of the mathematics program.

b. To construct instruments to show a student's strengths or weakness in each identified area.

c. To develop procedures for teachers to follow in helping students strengthen weak areas.

d. To develop a list of activities for teachers and students to assist in improving weak areas.

Goal 17: To improve effectiveness of communication among professional role groups, particularly in dealing with individual student problems.

Program Subject Area: School Climate

Goal 3: To increase uniformity in following school discipline policies and procedures.

a. To identify teachers' and administrators' expectations for each other.

b. To improve communications among staff as to follow-through on discipline problems.

c. To improve parents' knowledge of, and support for, school discipline policies and procedures.

Site-specific objectives were:

1. Springfield staff participants will increase awareness of differences in student learning styles.
2. Participants will enhance questioning skills.
3. Participants will increase understanding of strategies for:
   a. Group discussion;
   b. Individualizing instruction;
   c. Teaching problem-solving;
   d. Simulation;
   e. Lecture-recitation;
   f. Computer-assisted instruction.
4. Participants will develop techniques for individualizing instruction.

The instructors were Dwayne DeMedio, Clyde Dilley, Mary Jo Henning, James Johnson, John Schaff, and Wells Singleton. Course activites included those to be implemented subsequently in participants' classrooms.

Workshops. Since a workshop had been planned and presented during Fall or Winter quarter for each school in the district, all buildings were invited to submit workshop proposals for Spring. A high school group responded with a proposal to investigate group guidance techniques. The workshop addressed the

following staff development goals and objectives (pp. 99-100, 102):

Program Subject Area: School Climate

Goal 1: To increase student respect toward schools, teachers, peers, and selves.

a. To promote student pride in the school and its physical facilities.

b. To promote student understanding of, and cooperation with, identified authority.

c. To promote positive student-student interactions in instructional and non-instructional situations.

d. To help students value themselves and others.

Goal 4: To improve communications among all school constituents -- students, teachers, administrators, other staff, board of education, community members.

a. To create an atmosphere of openness and trust between parties.

b. To refine the verbal and non-verbal communication skills among and between administrators, school board, parents, teachers, and students.

c. To design and implement a communication policy.

d. To provide more opportunities for exchanges of ideas between the school board and administrators, administrators and staff, and teachers and students.

Goal 8: To develop a humanistic attitude among staff toward peers, students and community.

a. To implement better communication within the school district, i.e., staff bulletins, superintendent's reports, school quarterly bulletins.

b. To involve parents through organizations such as P.T.O., Boosters, Band Parents, etc.

c. To hold in-service for staff development in dealing with students' attitudes in a changing society.

Site-specific objectives for the respective workshop sessions were:

1st Session

1. Springfield staff participants will distinguish between values clarification and values indoctrination.

2. Participants will identify activities to facilitate values clarification.

2nd Session

3. Participants will investigate the "Skills for Living" curriculum (Quest, Inc.)

3rd Session

4. Participants will identify resources to facilitate values clarification.

5. Participants will identify techniques for utilizing the Quest materials in the junior and senior high school programs.

The workshop consultants were Jack F. Ahern, Professor of Curriculum and Instruction, and Joseph Hurst, Professor of Theory and Social Foundations. Workshop activities includes those to be utilized in participants' classrooms.

A two-day workshop for administrators was offered as well. The workshop addressed the following staff development goals and objectives (pp. 100-103):

Program Subject Area: School Climate

Goal 4: To improve communications among all school constituents -- students, teachers, administrators, other staff, board of education, community members.

a. To create an atmosphere of openness and trust between parties.

b. To refine the verbal and non-verbal communication skills among and between administrators, school board, parents, teachers, and students.

c. To design and implement a communication policy.

d. To provide more opportunities for exchanges of ideas between the school board and administrators, administrators and staff, and teachers and students.

Goal 5: To improve home-school relations.

a. To establish active and continuous community involvement with the Springfield schools.

b. To establish effective communication between individuals, groups, and organizations and the Springfield schools.

c. To establish effective home-school-community communication.

d. To provide increased opportunities for parents to participate in school decision-making process.

e. To involve citizens in the planning, implementation, and evaluation of school programs and projects.

f. To offer programs designed to increase community understanding of school procedures, processes and issues.

g. To provide opportunities for parents to analyze and discuss present and future school problems.

Goal 7: To clarify responsibilities among professional role groups (teachers, counselors, librarians, principals).

Goal 9: To effect greater community involvement in school activities.

Goal 10: To further harmony in staff working relationships.

a. To implement staff advisory councils.

b. To develop an informal two-way communication system.

c. To improve communication between certified and non-certified employees through joint meetings.

Goal 12: To develop collaborative decision-making structures.

Goal 13: To broaden participation in school decision-making.

Site-specific objectives for the workshop were:

1. Springfield administrator participants will identify and examine individual "projects" to be undertaken "back home."

2. Participants will examine community changes in Springfield Township.

3. Participants will discuss selected issues of teacher morale.

4. Participants will identify techniques for improving principal communications.

The workshop consultants were Richard Saxe, David Rosenberger, and Jack Spiess, all Professors of Educational Administration.

Curriculum Committees. Based on training provided during the Fall quarter as well as identification of specific instructional and administrative role incumbents, two curriculum committees were established by the Director of Instruction and Personnel to begin identified tasks in the construction of

objectives-based, K-12, programs in Reading and Mathematics.* Work begun during Winter quarter by elementary and secondary work groups to construct sets of specific instructional objectives organized by scope and sequence for primary, intermediate, upper elementary and secondary levels was completed during the Spring.

Committee members were:

	Committee	
	Reading	Mathematics
Crissey	M. Bowermaster C. Miller J. Rahm	B. Clark P. Smith**
Dorr Steet	D. Lange***	T. Acre** J. Jones P. O'Rourke
Holland	S. Carroll M. Fahle B. Micham C. Yeager	E. Bornstein V. Carver O. Chaffee** E. Muzzy*** T. Schultz*** C. Williams
Junior High	L. Brillhart B. Czerwinski C. Kaiser A. Weldishofer	F. Dais** G. Daniels** J. Enright***
High School	M. Betley D. Prentiss** R. Van Driesen***	M. Enright J. Greenberg R. Hoover**

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*For a detailed presentation of project curriculum development, see The University of Toledo/Springfield Local Schools Teacher Corps Project, "Curriculum Development in Reading and Mathematics: An Interim Report," The University of Toledo: The Project, May, 1981.

**Administrator

***Co-Chairperson

Cynthia Creech, Jaclyn Flor, Peggy Myers, Jon Schultz and James Whitehead also contributed to committee efforts.

Participation. LEA staff participated in the courses, the workshop and the curriculum committees as follows:

	LEA School					
Course	High School	Junior High	Crissey	Dorr Street	Holland	Other*
Multicultural Education			8	3	7	7
Secondary Instructional Strategies	8	11				1
Workshops						
High School						
1st Session	10					
2nd Session	9					
3rd Session	7					
Administrator	1	1	1	1	1	1
Curriculum Committee						
Reading	3	4	3	1	4	-
Mathematics	5	6	2	3	5	1

*LEA Central Office staff, LD tutors, substitutes and home tutors as well as Project interns.

Assessment Procedures

Assessment instruments were designed to provide feedback from course and workshop planning committee members, course and workshop participants, and curriculum committee members. The package of instruments is included as Attachment A.

Each instrument included a number of Likert-type agreement-disagreement items related to identified activity criteria as well as provisions for other comments and observations. Course and workshop planning feedback instruments

includes: (1) items related to the criteria outlined on pp. 1-2 of this report and (2) items related to general professional behaviors of identified instructors and consultants. Course and workshop participant feedback instruments included: (1) items related to specified objectives and (2) items related to overall course and instructor/consultant considerations. The curriculum committees' instrument contained items related to committee tasks.

Tables I through VI in Attachment B display tabulations and summary comments in response to the instruments utilized.

Findings and Conclusions

Examination of the tabulated data reveals the following:

1. Course and workshop planning activities met the respective criteria identified in the project proposal.

2. Participants in the "multicultural" course met all of the site-specific objectives established by the planning committee, and participants responded especially positively to the variety of ideas and materials which they intend to utilized in their own teaching.

3. Participants in the "secondary" course met, for the most part, all objectives established by the planning committee.

4. Secondary participants were most positive in their responses to the "learning styles" materials utilized and to the instructional team itself; they were least positive to the session focused on lecture-discussion techniques.

5. High school workshop participants met virtually all of the established objectives.

6. Curriculum committee members, for the most part, expressed a high degree of satisfaction with the products of their efforts; some indicated that university consultants may have been more helpful.

7. Administrators responded most positively to workshop activities in which they participated.

In conclusion, it can be noted that participant feedback for the Spring staff development activities, as well as for those conducted earlier in Year Two, indicated a very high degree of achievement of established objectives and a very high degree of participant satisfaction.

Attachment A

COURSE PLANNING FEEDBACK
Spring Quarter, 1981

! ! IMPORTANT - READ FIRST ! !

This spring, you served as a member of a committee to plan one of two university courses offered on-site to Springfield staff through the Teacher Corps project. Please indicate the extent of your agreement or disagreement with each of the statements about the planning process below by circling the appropriate numeral using the scale given. Add any comments or observations which you may care to make in the space provided.

Course Planning Committee:

___ "Teaching Strategies for Multicultural Education"

___ "Instructional Strategies for Junior and Senior High School Teachers"

Scale: 6 = Agree Strongly
5 = Agree Mostly
4 = Agree Somewhat
3 = Disagree Somewhat
2 = Disagree Mostly
1 = Disagree Strongly

1. The course which was planned related to identified goal(s) and objectives constructed by the Teacher Corps Subject Area committee last year.	6	5	4	3	2	1
2. Specific objectives were stated for the course.	6	5	4	3	2	1
3. The course was planned to address high priority, district-wide needs.	6	5	4	3	2	1
4. The university instructor(s) was (were) receptive to committee input.	6	5	4	3	2	1
5. The university instructor(s) was (were) responsive to stated committee concerns.	6	5	4	3	2	1
6. The university instructor(s) was (were) helpful in providing planning ideas and resources for the committee.	6	5	4	3	2	1
7. Reasonable provisions for course evaluation were agreed upon.	6	5	4	3	2	1
8. Course planning included attention to school and classroom implementation of course ideas and activities.	6	5	4	3	2	1

Additional Comments/Observations

COURSE FEEDBACK

"Teaching Strategies for Multicultural Education"
Spring, 1981

! ! IMPORTANT - READ FIRST ! !

You have participated this spring in a course, "Teaching Strategies for Multicultural Education," offered through the Teacher Corps project. The course was planned with the university instructor by a Springfield teacher committee, and the planning was based on in-service goals and objectives developed by a Teacher Corps school/community/university committee last year.

Items no. 1 through 5 below relate to individual objectives specified in the course syllabus you received. Items 6 through 10 and items 11 and 12 refer to the course overall. Please indicate the extent of your agreement or disagreement with each of the items no. 1-10 about the course by circling the appropriate numeral according to the scale given. In addition, please respond briefly to the final two items in the spaces provided.

Scale:
6 = Agree Strongly
5 = Agree Mostly
4 = Agree Somewhat
3 = Disagree Somewhat
2 = Disagree Mostly
1 = Disagree Strongly

1.	The course increased my sensitivity to individual and cultural differences.	6	5	4	3	2	1
2.	The course helped me identify community resources pertinent to multicultural teaching.	6	5	4	3	2	1
3.	The course gave me more objective perspective than I had before it concerning racial, ethnic and religious minorities.	6	5	4	3	2	1
4.	The course provided useful guidelines for critiquing curriculum materials and text books.	6	5	4	3	2	1
5.	The course enhanced my appreciation of my own cultural heritage.	6	5	4	3	2	1
6.	Overall, the course provided some useful information.	6	5	4	3	2	1
7.	Overall, course activities were interesting.	6	5	4	3	2	1

COURSE FEEDBACK
"Instructional Strategies"
Spring, 1981

! ! IMPORTANT - READ FIRST ! !

You have participated this spring in a course, "Instructional Strategies for Junior and Senior High Teachers," offered through the Teacher Corps project. The course was planned with the university instructor by a Springfield teacher committee, and the planning was based on in-service goals and objectives developed by a Teacher Corps school/community/university committee last year.

Items no. 1 through 8 below relate to individual objectives specified in the course syllabus you received. Items 9 through 14 and items 15 and 16 refer to the course overall. Please indicate the extent of your agreement or disagreement with each of the items no. 1-14 about the course by circling the appropriate numeral according to the scale given. In addition, please respond briefly to the final two items in the spaces provided.

Scale: 6 = Agree Strongly
5 = Agree Mostly
4 = Agree Somewhat
3 = Disagree Somewhat
2 = Disagree Mostly
1 = Disagree Strongly

1. The course made me aware of differences in student learning styles.	6	5	4	3	2	1
2. The course increased my understanding of questioning strategies.	6	5	4	3	2	1
3. The course increased my understanding of group discussion strategies.	6	5	4	3	2	1
4. The course increased my understanding of individualized instruction strategies.	6	5	4	3	2	1
5. The course increased my understanding of problem-solving strategies.	6	5	4	3	2	1
6. The course increased my understanding of simulation strategies.	6	5	4	3	2	1

WORKSHOP FEEDBACK
Springfield High School
Spring, 1981

! ! IMPORTANT - READ FIRST ! !

Three workshop sessions were presented through the Teacher Corps project this spring to examine the "Skills for Living" materials developed by Quest, Inc. The workshop was planned in response to teacher-initiatives at the High School.

Items no. 1 through 5 below are based on the specific objectives developed for the respective workshop sessions. Items no. 6 through 12 refer to each and all sessions.

Please check the date(s) below for the session(s) you attended. Then indicate the extent of your agreement or disagreement with the items about the session(s) you attended as well as with the items for "All Sessions" by circling the appropriate numeral according to the scale given.

Scale: 6 = Agree Strongly
5 = Agree Mostly
4 = Agree Somewhat
3 = Disagree Somewhat
2 = Disagree Mostly
1 = Disagree Strongly

Session(s) Attended:
___ May 27th
___ June 3rd
___ June 10th

May 27th Session

1. The workshop distinguished between values clarification and values indoctrination.	6	5	4	3	2	1
2. The workshop identified activities which can facilitate values clarification.	6	5	4	3	2	1

June 3rd Session

3. The workshop provided an adequate overview of the "Skills for Living" curriculum (Quest, Inc.).	6	5	4	3	2	1

June 10th Session

4. The workshop identified resources which can be used to facilitate values clarification.	6	5	4	3	2	1

5. The workshop explored ways of using the Quest materials in the High School.	6	5	4	3	2	1

All Sessions

6. Workshop activities provided some useful information.	6	5	4	3	2	1
7. Workshop activities were interesting.	6	5	4	3	2	1
8. The university consultant was competent.	6	5	4	3	2	1
9. The university consultant was well-prepared.	6	5	4	3	2	1
10. The university consultant was interesting.	6	5	4	3	2	1
~~11. The workshop helped me in my teaching.~~	~~6~~	~~5~~	~~4~~	~~3~~	~~2~~	~~1~~

12. Identify ways in which the workshop session(s) helped you in your teaching:

CURRICULUM COMMITTEE FEEDBACK
Spring, 1981

! ! IMPORTANT - READ FIRST ! !

You have served as a member of a school district Curriculum Committee (Reading or Mathematics), and the Committee has developed specific instructional objectives. Please check your Committee and Work Group assignments below.

Please indicate the extent of your agreement or disagreement with items no. 1-3 below by circling the appropriate numerals according to the scale given. Add any comments or observations you care to make.

Scale: 6 = Agree Strongly
5 = Agree Mostly
4 = Agree Somewhat
3 = Disagree Somewhat
2 = Disagree Mostly
1 = Disagree Strongly

Committee:
___ Reading
___ Mathematics

Work Group:
___ Elementary
___ Secondary

1. I am satisfied with the effort my work group made in completing its task.	6	5	4	3	2	1
2. I am satisfied with the set of objectives my work group has developed.	6	5	4	3	2	1
3. The university consultant was competent and helpful.	6	5	4	3	2	1

4. Identify two or three things about which you have positive feelings as a result of this experience:

5. Identify anything about which you may have negative feelings as a result of this experience.

ADMINISTRATOR IN-SERVICE FEEDBACK
April 30 - May 1, 1981

! ! IMPORTANT - READ FIRST ! !

Recently, you participated in a two-day in-service conference for building principals which was supported by Teacher Corps. Please indicate the extent of your agreement or disagreement with statements nos. 1-9 about the inservice activities and the university consultants below by circling the appropriate numerals using the scale given. Then, respond to no. 10 in the space provided. Finally, add any comments you wish to make as well.

Scale: 6 = Agree Strongly
5 = Agree Mostly
4 = Agree Somewhat
3 = Disagree Somewhat
2 = Disagree Mostly
1 = Disagree Strongly

1.	The "Back-Home Project Design" session conducted by Dr. Saxe was worthwhile.	6	5	4	3	2	1
2.	The session conducted by Dr. Spiess on community change analysis was worthwhile.	6	5	4	3	2	1
3.	The "rap session" conducted by Dr. Rosenberger was worthwhile.	6	5	4	3	2	1
4.	The session on teacher morale conducted by Dr. Saxe was worthwhile.	6	5	4	3	2	1
5.	The session Dr. Rosenberger conducted on principal communication with the school board was worthwhile.	6	5	4	3	2	1
6.	Overall, the conference was worth the investment of time required.	6	5	4	3	2	1
7.	Some useful insights were gained as a result of conference participation.	6	5	4	3	2	1
8.	The university consultants offered useful expertise.	6	5	4	3	2	1

9. Facilities, logistics and the like were adequate. 6 5 4 3 2 1

10. The most valuable outcome(s) of the conference was(were):

Additional Comment(s) if any

Attachment B

TABLE I. COURSE PLANNING FEEDBACK (N=7)

Item	N Responses 6	5	4	3	2	1	NR	$\bar{X}$
1. The course which was planned related to identified goal(s) and objectives constructed by the Teacher Corps Subject Area committee last year.	4	2	-	-	-	-	1	5.67
2. Specific objectives were stated for the course.	7	-	-	-	-	-	-	6.00
3. The course was planned to address high priority, district-wide needs.	5	2	-	-	-	-	-	5.71
4. The university instructor(s) was (were) receptive to committee input.	6	1	-	-	-	-	-	5.86
5. The university instructor(s) was (were) responsive to stated committee concerns.	5	2	-	-	-	-	-	5.71
6. The university instructor(s) was (were) helpful in providing planning ideas and resources for the committee.	7	-	-	-	-	-	-	6.00
7. Reasonable provisions for course evaluation were agreed upon.	3	3	1	-	-	-	-	5.29
8. Course planning included attention to school and classroom implementation of course ideas and activities.	5	2	-	-	-	-	-	5.71

TABLE II. COURSE FEEDBACK -- "Teaching Strategies for Multicultural Education (N=16)

Item	N Responses 6	5	4	3	2	1	NR	$\bar{X}$
1. The course increased my sensitivity to individual and cultural differences.	7	7	2	-	-	-	-	5.31
2. The course helped me identify community resources pertinent to multicultural teaching.	2	7	7	-	-	-	-	4.69
3. The course gave me more objective perspective than I had before it concerning racial, ethnic and religious minorities.	5	7	4	-	-	-	-	5.06
4. The course provided useful guidelines for critiquing curriculum materials and text books.	11	3	1	1	-	-	-	5.50
5. The course enhanced my appreciation of my own cultural heritage.	8	2	5	1	-	-	-	5.06
6. Overall, the course provided some useful information.	11	3	2	-	-	-	-	5.56
7. Overall, course activities were interesting.	10	5	1	-	-	-	-	5.56
8. The instructor was competent.	11	5	-	-	-	-	-	5.69
9. The instructor was well-organized.	9	5	2	-	-	-	-	5.44
10. The course helped me in my teaching.	3	8	3	1	-	-	1	4.87

Most Important "Lessons Learned"

A better understanding of Jehovah's Witnesses. Appreciation of Language area culture.

Look for or be aware of sexism and racism in children's literature. To be more aware of my own ethnic background as well as of my students.

The course offered a list of children's books dealing with different cultures. I will be able to understand the children of Jehovah Witnesses in the classroom.

My approach to teaching about Indians will certainly be revised. My overall approach to dealing with the children's interactions has changed.

The awareness of religious beliefs other than my own. (A better understanding). Our American heritage is certainly a mixture of ethnic groups!

The origins of many ethnic groups in the Toledo area.

Religion is a barrier that many teachers may not consider initially when observing their students and how school will affect them. Everyone has something unique to offer to a class and it's a teacher's responsibility to find that "teachable moment" and utilize it to the fullest potential.

Was made aware of my feelings about different cultures and races, etc. Learned many things about several cultures! Ideas, feelings, etc.

Be more aware of racism and sexism in children's literature and school books. I'm more aware of my culture background now.

To be more aware of offensive materials - more sensitive to it. Some various teaching ideas to use with classes - for better self image and better cultural understanding.

Teachers must be sensitive to ethnic differences especially as they relate to learning competition vs. cooperation. There are more similarities among ethnic groups than there are differences. Multi-ethnic sharing is enriching both personally and professionally.

To be more sensitive to cultural differences.

Some of the Pasternak activities are useful for classroom use.

Classroom Application

More open to multicultural teaching opportunities.

Just to be more aware of backgrounds the children come from.

I learned some of the activities the J. Witnesses will not allow their children to take part in and why.

See #11. We were all impressed with the available resources there are in Toledo. (A definite plus to check into for next year).

The text contained activities that made youngsters look at themselves and their backgrounds and cultural backgrounds of other ethnic groups. I tried several in my classroom. I also read several children's books that I hadn't read.

The book by Pasternak gave me many good ideas for activities to use in the classroom.

It will help me in being more aware of individual differences and to make each child's learning environment unique to his/her needs and abilities.

My attitude has changed thus I believe my Children's have!

Provide activities for use in classroom (individual differences). More awareness of multicultural literature and how to critique literature. Visit to Jehovaha's Witness Hall provided very useful insight.

Both of the ways above. Part of being a teacher is being sensitive to the students feelings. This helped me understand and for new things to look for.

The course introduced me to available materials and teaching strategies for implementing multicultural education. Ethnic sharing builds a student's self-esteem and makes social studies come alive.

Not to be afraid to explore the cultures of some of the students.

TABLE III. COURSE FEEDBACK -- "Instructional Strategies" (N=8)

Item	N Responses 6	5	4	3	2	1	NR	$\bar{X}$
1. The course made me aware of differences in student learning styles.	4	3	-	-	-	-	1	5.57
2. The course increased my understanding of questioning strategies.	1	5	1	-	-	-	1	5.00
3. The course increased my understanding of group discussion strategies.	-	5	3	-	-	-	-	4.63
4. The course increased my understanding of individualized instruction strategies.	1	3	2	2	-	-	-	4.38
5. The course increased my understanding of problem-solving strategies.	1	4	2	1	-	-	-	4.63
6. The couse increased my understanding of simulation strategies.	-	5	2	1	-	-	-	4.50
7. The course increased my understanding of lecture-recitation strategies.	-	2	4	2	-	-	-	4.00
8. The course increased my understanding of computer-assisted instruction strategies.	3	2	2	-	-	-	1	5.14
9. The course helped me develop a strategy for individualizing instruction.	3	3	1	1	-	-	-	5.00
10. Overall, the course provided some useful information.	5	1	2	-	-	-	-	5.38
11. Overall, course activities were interesting.	4	2	1	1	-	-	-	5.13
12. The instructor was competent.	4	4	-	-	-	-	-	5.50
13. The instructor was well-organized.	4	4	-	-	-	-	-	5.50
14. The course helped me in my teaching.	1	5	2	-	-	-	-	4.88

Most Important "Lessons Learned"

Computer strategies and learning packages.

Learning packets and learning places (within room).

Questioning strategies and how groups can discuss their situation and come up with an answer.

Try what you already have learned but have "filed away" in place of something easier.

Mainly reassured me of some teaching techniques not used for a number of years. A good refresher course for me.

Contracts, package, simulation.

Help very much in #4 & 5.

Classroom Application

Made me more aware of the different learning styles of the students.

Offer students more of a variety.

Awareness of differences.

It made me try some different strategies.

Helped to increase knowledge about 3 areas mentioned. Good handouts also.

TABLE IV. WORKSHOP FEEDBACK -- Springfield High School

Item	N Responses 6	5	4	3	2	1	NR	$\bar{X}$
1st Session (N=8)								
1. The workshop distinguished between values clarification and values indoctrination.	4	3	-	1	-	-	-	5.25
2. The workshop identified activities which can facilitate values clarification.	4	4	-	-	-	-	-	5.50
2nd Session (N=7)								
3. The workshop provided an adequate overview of the "Skills for Living" curriculum (Quest, Inc.).	1	2	3	1	-	-	1	4.43
3rd Session (N-8)								
4. The workshop identified resources which can be used to facilitate values clarification.	3	4	1	-	-	-	-	5.25
5. The workshop explored ways of using the Quest materials in the High School.	1	3	3	-	-	-	1	4.71
All Sessions (N-8)								
6. Workshop activities provided some useful information.	2	5	-	-	-	-	1	5.29
7. Workshop activities were interesting.	2	4	1	-	-	-	1	5.14
8. The university consultant was competent.	3	1	3	-	-	-	1	5.00
9. The university consultant was well-prepared.	3	1	3	-	-	-	1	5.00
10. The university consultant was interesting.	3	-	4	-	-	-	1	4.29
11. The workshop helped me in my teaching.	-	1	4	-	-	-	3	4.20

Classroom Applications

Different activities were suggested that I plan to use next year.

To appreciate the different values that students have and to become more aware of them.

TABLE V. CURRICULUM COMMITTEE FEEDBACK (N Reading = 6, N Math = 6; N Elementary = 6, N Secondary = 6; NR = 8)

Item	N Responses 6	5	4	3	2	1	NR	$\bar{X}$
1. I am satisfied with the effort my work group made in completing its task.	11	3	2	1	1	1	1	5.00
2. I am satisfied with the set of objectives my work group has developed.	11	6	1	-	-	1	1	5.32
3. The university consultant was competent and helpful.	5	5	2	2	2	3	1	4.00

Additional Commentary

The committee for reading began as a floundering group that quickly became cohesive and kept on task. The primary people learned the intermediate's problem and likewise the intermediate knew from what base the primary came! Should be done in-service!!

Exposure versus mastery of skills was clarified. Sharing students' expected competencies will provide for more uniform and successful transitions from grade to grade.

Sharing mutual ideas and concerns.

We got an idea of the different topics that other teachers would be interested in.

At last we may have organization through out the math program.

We should have a better reading program from K-12. Making other teachers more aware (not reading teachers) of reading in their areas.

An attempt to involve the teachers in curriculum planning.

Teacher on this committee care about students. It helps to unify elementary and secondary.

I met people from other schools!

Hopefully there will be a better understanding through the levels in reading, and more continuity. I enjoyed working and sharing ideas with staff members from other buildings. I would like a copy of the resulting report.

It helped me become better acquainted with teachers from other buildings and grade levels. We found we shared many of the same concerns.

Nice group to work with.

Although there is not a validated learning hierarchy in reading, teachers have a good idea of the necessary skills and subskills for a reading program. I feel we have provided an outline of systematic instruction to provide the student with the skills necessary to become an independent reader.

Each committee should always have a consultant and an administrative member for many reasons - as we did.

The reading committee had a lot of work to do at home. We spend hours and hours. I feel we should have had some compensation for this time!

It was too big a job to be handled the way it was.

Not negative. Concern: How to teach Reading in the Content Area.

There were only a few people speaking of the wants of many teachers. I personally did not know the other teachers well enough to make a good judgement.

I felt I and the others should have received $150.00 for all the time we spent. If Ronald Reagan can spend $250,000 for a 4 day week-end at the tax payers expense, I feel the least the Teacher Corps Project could do is to pay us for what we are worth. I also felt the elementary and secondary reading people should have met together more times.

I can not really react to these questions since I could not attend many of the meetings - except for the initial meeting, other meetings were scheduled at the same time.

Not everyone seemed to contribute enough. It didn't seem like what we arrived at will really lead anywhere, except maybe in a notebook.

I feel we "reinvented the wheel" as far as the math cards. The program was put into the computer before hand. What was our purpose?

I wouldn't mind receiving the $30.00 balance we're due for serving on this committee. More continuity between elementary and secondary needs to be developed. Very little was done about this.

I can't believe how long it took to complete the task. Better organization is the key to a successful experience on a committee.

Our group was not really necessary! All we did was say the math objectives we have should be adopted and we added 3 new ones. The computer was all ready set up for Houghton Mifflin. When asked to participate, I was told the pay would be $150.00. Following the work and meeting we were paid by the hours and not equally.

TABLE VI. ADMINISTRATOR IN-SERVICE FEEDBACK (N=4)

Item	N Responses 6	5	4	3	2	1	NR	$\bar{X}$
1. The "Back-Home Project Design" session conducted by Dr. Saxe was worthwhile.	4	-	-	-	-	-	-	6.00
2. The session conducted by Dr. Spiess on community change analysis was worthwhile.	4	-	-	-	-	-	-	6.00
3. The "rap session" conducted by Dr. Rosenberger was worthwhile.	4	-	-	-	-	-	-	6.00
4. The session on teacher morale conducted by Dr. Saxe was worthwhile.	2	1	-	-	-	-	1	5.67
5. The session Dr. Rosenberger conducted on principal communication with the school board was worthwhile.	4	-	-	-	-	-	-	6.00
6. Overall, the conference was worth the investment of time required.	4	-	-	-	-	-	-	6.00
7. Some useful insights were gained as a result of conference participation.	3	1	-	-	-	-	-	5.75
8. The university consultants offered useful expertise.	4	-	-	-	-	-	-	6.00
9. Facilities, logistics and the like were adequate.	4	-	-	-	-	-	-	6.00

Most Valuable Outcomes

When the conference was over, the Bldg. Administrators left saying they would work hard and try to "bail out" the ship in order to do a better job for the district.

Sharing of ideas and concerns.

Being together and discussing mutual concerns.

The final rap session.

Additional Commentary

Superb university staff provided.

Let's do it more often!

Since it was not possible for me to attend the evening session since I had another meeting some questions are not answered.

I feel, under the circumstances, the administrators needed to "let off steam" and just have someone hear them out. (Not that I agree with everything that was said...). Knowing where the problems are, or major concerns facing the administrators, they can now zero in on those concerns... If they do not...